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ABSTRACT

This module cluster is designed to enable the interns to become teacher-diagnostic analysts on the emotional level. Diagnosis has been conventionally used to evaluate the learner. The objectives herein are designed to initiate a process that makes a better match between the learner and the instructional activities by utilizing the diagnostic data to determine what the instructional activities will be. The module cluster contains three modules, each of which is related to the overall objectives of the cluster. The modules are as follows: (a) The Psychology of Adjustment Vocabulary; (b) Diagnostic Teacher Strategy--Games; and (c) Diagnostic Teacher Strategy--Children's Drawings. For each module, objectives, preassessment procedures, instructional activities, and postassessment and remediation activities are listed. (JA)

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ED100870

G100.00 (F.U.F.) Diagnosing For Total Personality

General Objectives of Module Cluster

The purpose of this module cluster is to enable the interns to become teacher-diagnostic analysts on the emotional level. Diagnosis has been conventionally used to evaluate the learner. The objectives herein are designed to initiate a process that makes a better match between the learner and the instructional activities by utilizing the diagnostic data to determine what the instructional activities will be.

Prerequisites

Instruction in developmental psychology.

Modules Within the Module Cluster

This module cluster contains three modules, each of which is related to the overall objectives of the cluster; the modules are as follows:

G100.01 (F.U.F.) The Psychology of Adjustment Vocabulary (Partial)

G100.02 (F.U.F.) Diagnostic Teacher Strategy - Games

G100.03 (F.U.F.) Diagnostic Teacher Strategy - Children's Drawings

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G100.01 (F.U.F.) The Psychology of Adjustment Vocabulary(Partial)

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Objective

Given a list of common adjustment mechanisms; the intern will be able to identify a mechanism when role played by peers and prescribe an accompanying therapeutic instructional activity.

Pre-Assessment

Pre-assessment procedures consist of a pencil-and-paper test in which the intern is given the opportunity to write a terse definition of 14 common adjustment mechanisms. An example of such a test is presented on the page following the description of this module.

Instructional Activities

The following activities are available to the intern and are intended to help him achieve the objective:

1. Lecture on "The Uses of Teacher Diagnosis" (taped also).

2. Conferences with team leaders

3. Go to the library and read books relevant to this objective.

4. Practice role-playing the "definitions" of adjustment concepts.

Post Assessment

1. Identify the adjustment mechanism when observed in a simulated (role played by peers) situation.

2. Prescribe the instructional activity you would use in matching the learner using a specific adjustment mechanism, with an appropriate therapeutic program.

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Review common adjustment mechanisms the ego uses to defend itself when under attack..

G100.01A(F.U.F.) The Psychology of Adjustment

Pre-Assessment

In the space provided beside the statement(s), identify the adjustment mechanism by writing in the word which correctly defines the statement(s) from the list below:

1. _____My best defense is offense.
2. _____I like to mimic my hero (heroine).
3. _____I am extremely self-centered.
4. _____When I think or feel unworthiness, I see it in you.
5. _____I daydream as a way of life.
6. _____If I am or if I think that I have shortcomings in one area, I "even" things up by excelling in another area.
7. _____Everyone does this sometimes. How else could we make it.
8. _____I am rebellious to all authority. My answer to authority is always NO!
9. _____When I want attention, I create any kind of disturbance.
10. _____If I solicit sympathy, I can get out of this responsibility.
11. _____Oh: for the good old days!

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12._____I wouldn't have failed if it hadn't been for .....

13._____I can't let myself think this. I wont think this!

14._____I'd like to tell that teacher where to go but I'm going to smile and do as he says.

List of Common Adjustment Mechanisms and Accompanying Therapeutic Instructional Activities

Adjustments	Instructional Activity
A. Identification	
B. Projection	
c. Sublimation	
D. Compensation	
E. Rationalization	
F. Fantasy	
G. Repression	
H. Retrogression	
I. Withdrawal	
J. Egocentrism	
K. Sympathism	
L. Negativism	
M. Attention Getting	
N. Criticism	

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Remediation

1. For remediation the intern will review relevant sections of developmental psychology.

2. Listen to the taped lecture on "The Uses of Teacher Diagnosis."

3. Review educational activities in the area of education for disturbed children.

4. Have a conference with the instructor

5. View the following films:

   a) The Feelings of Hostility. 27 mins., National Film Board of Canada

   b) Fears of Children. 30 mins., Mental Health Film Board

   c) Facing Reality. 12 mins., McGraw-Hill Book Company

   d) Sibling Relations and Personality. 22 mins., McGraw-Hill Book Company

   e) Sibling Rivalries and Parents. 11 mins., McGraw-Hill Book Company

G100.02 (F.U.F.) Diagnostic Teacher Strategy - Games

Objective

Given a list of selected games for analysis, the intern will be able to utilize data from the games diagnostically, in determining the nature of the instructional program for selected students. Competence will be said to have been demonstrated when the intern is able to use the data from the use of selected games to construct acceptable therapeutic instructional activities as assessed by peers and the instructor.

Prerequisite

None

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Pre-Assessment

Pre-assessment will consist of pencil and paper test in the areas relevant to the objective. Such a test is presented on the page following this module description.

Pre-Assessment

Below is a list of some games used to diagnose reality, experiences, values, and concerns. Place a check in the appropriate boxes.

Game	Know Game	Don't Know Game	Make use of Data	Cannot Make use of Data
A. Socio-drama				
B. Puppetry				
C. 3 Wishes				
D. Model Child				
E. Open End Sentence				

Instructional Activities

The following learning activities would be available to the intern to aid in his achievement of the objective:

1. Listen to taped descriptions of the selected diagnostic games.

2. View the films:

   A. Games People Play: The Theory, 30 min., National Educational Television

   B. Games People Play: The Practice, 30 min., National Educational Television

3. Talk with the guidance counselor at your host school.

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4. Read, Public Education for Disturbed Children in New York City. P. Berkowitz and E. Rothman, 1967
5. Play the games (with peers and students).
6. Record data and analyze
7. Design instructional programs based on the data collected and analyzed.

Post Assessment

The interns, peers and instructor will assess the completed instructional programs as to relevancy to the objective.

Remediation

Recycle the module or parts in which criterion was not reached.

G100.03 (F.U.F.) Diagnostic Teacher Strategy - Children's Drawings

Objective

The intern will be able to describe the various ways by which children reveal their emotions through their drawings. Competency will have been considered achieved wnen an intern demonstrates a gross accuracy in generalizing from the projective drawings of peers to life situations.

Prerequisites

None

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Pre-Assessment

Pre-assessment procedures will consist of an interview of the intern by his team leader; the team leader will assess the interns level of competence relevant to the objective.

Instructional Activities

The following activities are available to the student in order to facilitate the achievement of this objective:

1. Attend a lecture by a school psychologist.
2. Read from the following list or other relevant materials:
   A. Dennis W., Group Values Through Children's Drawings, New York, Wiley, 1966
   B. Alschuler, A., and Hattwick W., Painting and Personality, Chicago, Univ. Chicago, Press, 1947
   C. Brick, M., The Mental Hygiene Value of Children's Art Work. Amer. Journal of Ortho., 1944, 14. 136-146
   D. Koch, C. The Tree Test. Berne: Hans Huber, 1952
   E. Hammer, E. F. The Clinical Application of Projective Drawings. Springfield, Ill: Charles C. Thomas, 1958.
   F. Abt, L. E. and Weissman W. ed. Acting Out - Theoretical and Clinical Aspects, New York: Grune and Stratton, Inc., 1965
   G. Gather data from the drawings of peers and discuss the findings.

Post Assessment

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The intern will describe the drawings of his peers and analyze the drawings by synthesizing the knowledge gained from relevant readings with the pictures drawn by peers.

The analyzations are not expected at this point to be refined nor consistently accurate. However, training in this area is vital and must be done even though on a more gross scale than desired.

Remediation

1. Recycle

2. Visit mental health clinics for observations and interviews.